


Approach	EXPECTATION Where students can, & want to be in school, even when they have been permanently excluded & have many barriers to education.	MONITOR: A Attendance to support Health & Welfare (Safeguarding) of each student so that they can improve their social and academic progress.	MONITOR: B Use attendance data to identify patterns of poor attendance & contextualised safeguarding.	LISTEN AND UNDERSTAND Understand barriers to attendance, work together to remove them: school – families – external agencies etc.	FACILITATE SUPPORT Design/create/adapt support to overcome barriers using a range of strategies to try to meet the students' needs.	FORMALISE SUPPORT This may include formalising support through referrals to other agencies and EWO to support KSSS/BPRU and its students & families by reviewing each case on its individual merits & barriers.		ENFORCE Statutory intervention or prosecution to protect the pupil's right to an education when there are no other options.
Indicator		1st day absence & each further day of absence. 1 day absence	2 to 5 days absence	1 week review & a further week where there has been no real improvement or engagement etc 5 to 10 days absence	3rd week review and no improvement 11 to 15 days absence	By the 5th week of review & STILL NO improvement 16 to 25 days absence	12 weeks (term) review & REMAINS NO IMPROVEMENT 26 to 40 days continued absence	No improvement in attendance, refusing to work with the school and or other external agencies. 41+ days continued absence
Step	CULTURE & ETHOS	Welfare Call to ensure safety	Stage 1 Concern	Stage 2 Ongoing Concern	Stage 3 Serious Concern	Stage 4 Formal Concern	Stage 5 Formal Concern	Stage 6 Legal Enforcement
Action	We create a welcoming environment to allow all our students (and families) to gain a sense of belonging and achieve Academic & Social progress through regular school attendance and active participation. We try to make positive connections with all families, signpost families to external support and help. We try to be proactive rather than reactive.	Understand the reason for the absence; agree to authorise the absence or remain unauthorised. Follow daily absence process: record in Arbor; send out to all staff daily absent overview for Keyworkers to support attendance weekly phone call home. (Attendance review is part of the termly Performance Review Meetings.)	Continue with daily welfare phone calls. Share at daily staff briefing. Internal monitoring by Attendance Officer (logs for weekly BATs meeting) and HoS.	Email sent to parents/carers. BATs Welfare visit arranged. Highlighted in weekly WIW. HoS/SLT meeting in school with the family: to explore barriers and implement a programme of support etc.	Email/letter sent to parents/carers. BATs welfare visits per week. HoS and Attendance Officer: Arrange attendance meeting with parents/carers. Review parent/carer agreement from STAGE 2 and consider support of external agencies. Early Help support offered / reviewed.	A formal warning notice sent to parents/carers and EWO informed. Continued internal and external programme of support. Parent/carer contract and multidisciplinary approach to be considered / reviewed.	The school works closely with EWO to improve attendance. All avenues have been exhausted and support is not working or not engaged with. The school will now enforce attendance through statutory interventions. Continued support for the child and family	The school continues working closely with EWO to improve attendance. Documentation of enforcement passed to EWO. Continued support for the child and family

Who	All the staff, especially Attendance Officer, HoS and Keyworkers.	School Attendance Officer	Attendance Officer; Keyworker; BATs; HoS.	HoS/SLT and Attendance Officer	HoS and BATs staff.	Attendance Officer / EWO /BATs /HoS	Attendance Officer /EWO/HoS/EHT	EWO
Resources	In school Provision at main site or satellite site. Short term change of TT provision. Review curriculum offer on and off site. Virtual learning. Blended TT etc.	Staff phone calls especially by Keyworker.	Staff phone calls all logged in Arbor. Attendance Officer raises concerns to HoS at weekly meetings. Behaviour, Attendance & Safeguarding (BATs):  WELFARE Visit.	As previous plus: School Counsellor. Review and adapt TT. BATs visits are dependent on staffing and engagement with families.	As previous plus: Referrals to external agencies. EG. EHT; T3; Malachi; CAMHS	As previous plus: Work with EWO – attendance clinic and 1-1 meetings.	As previous plus:	As previous plus:

All students are offered full time after the induction programme. Where necessary and with agreement, some students may have their timetable and the holistic curriculum offer adapted for specific reasons (eg. MHWB; family issues, accessing other external support etc.). Dual registered students Home School have a Commissioning Agreement – as this might include part time offers.

If students have an adapted part-time holistic curriculum offer – this is monitored weekly by SLT and always with a view to move towards a full-time programme on and off site. Any concerns about attendance will be discussed as part of this meeting following the programme outlined above.

Children Missing in Education: will be held under constant review and Local Authority procedures followed. Children will only be removed from the school roll once the Local Authority have agreed and or parents have put in writing to have their child removed off roll – all EHE students are referred to SCC.

REASONS for barriers to attending:

- *Refusal to attend. (This is usually a pre-PRU issue and or refusal to accept the permanent exclusion.) CBA!!!
- *The trauma of incidents; family circumstances; of being permanently excluded etc. Processing the change in school etc.
- *MHWB issues; Anxiety; etc. SEND in a PRU but needing SEND provision immediately.
- *External factors: ASBO; Police interventions; YOT; drugs; gangs etc.

STRATEGIES to overcome barriers to attending:

- *Clear communication with the family and listen to their voices: by phone, F2F, home visits, emails etc.
- *Adapt the curriculum offer: change of groups / to include 1-1; times of arrival/ sites / EOTAS; Use of quality AP; KS 4 qualifications; WEX and College if safe, RA & appropriate; a blended offer of F2F/virtual/tutorial etc.